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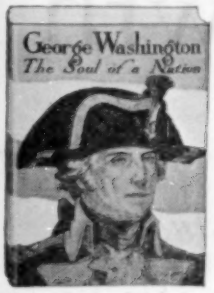

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JOURNAL OF EDUCATION

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Managing Editor

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also listed in the Education Index.

Menu for Today

One stormy morning a little girl was trudging through the wind and rain, on her way to school. She stopped to ask a passerby the time, and was told that the no-school signal had sounded.

"That's a help!" the youngster replied in a tone of deep earnestness.

Do your own moralizing about the child, the school and the stormy morning. All we shall say here is — that when readers write in to tell what they like — and even what they don't like — about the Journal in its revised form, "THAT'S A HELP!"

•

Miss Mary A. Lord, who is State Director of the National Education Association for Iowa, helped when she stated in a recent letter that she liked "the new set-up," and that she looks forward to "juicy and spicy" articles in every issue. You know what she means: not juice and spice alone, but plenty of solid food, well cooked and seasoned.

•

Let's see what's on the menu today.

Well, Vermont's pride in its schools is fittingly told by Governor Wilson in an address too good to be left on the air where it was first delivered.

•

Next moment you are in beautiful Pasadena, where the public school program extends through junior college. Supt. J. A. Sexson explains the reasons for dividing the upper eight grades equally between a junior college and a junior high school.

•

Back East again to Somerville, Massachusetts, where interesting use is made of radio in Western Junior High School.

•

The Editors found special delight, apparently, in placing right next each other the two articles, "The Value of 'Well Done,'" and "The Menace in Motivation." The first deals with a motive which is regarded as one of the best. The second paper looks beneath the surface in this motivation business to discover that all is not gold that glitters. Don't miss either of these two articles.

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From an address by Albert Perry Brigham

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"One thing more and the most vital. . . Let this be a gospel, a gleaming star of duty and privilege. The world is sore with racial friction and national suspicion and hatred. Since the war Europe has been swept by a destructive wave of nationalism, of feverish, exaggerated patriotism. . . More than ever it is upon us to teach our children to know all races and have charity. Not before has duty been so steadily upon us to know the needs and respect the rights of the whole world. It is for teachers, preachers, writers, the public press, for all parents, to make our youth internationally minded. . . Whatever geography for children includes, or does not include, it must, you must, help to save the world by spreading among all men, knowledge, charity, patience, and sound reason. If the world educates its children to peace, it will by and by control its rulers."

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Optimism

THE Journal of Education is often accused of being optimistic. For instance, we speak of the World Crisis instead of the Depression.

Optimism is merely a habit of thinking about the "best" possible conditions in distinction from thinking about the worst possible conditions.

There would be deflation just the same, but it would be a different world if everyone would voice his *faith* in the future.

It is simply a question whether one's future is expected to be Heaven or the other place. Oftentimes one prefers to think of Heaven rather than of the other place.

• • •

Now They Are Colleges

FOR the first time Massachusetts will give first-class recognition for professional attainments in education, and the State Normal Schools are transformed into State Teachers Colleges with degree-granting responsibility.

For forty years there was no higher recognition in education in New England than graduation from the Bridgewater State Normal School. There was a time when the superintendent of Boston, the five assistant superintendents and more than half of the men teachers in elementary schools were graduates of Bridgewater Normal School.

The first professional shock in my educational activities was when California refused to recognize a Bridgewater diploma. I went to California on purpose to deal with that situation. For the time being I protected those then in service, but no candidate has been elected since then without a "degree."

The Bridgewater leadership in the preparation of teachers and in the training school practice has kept in front rank all the time, and the graduates have continued to do superior work in schools, but the absence of degree recognition has prevented professional advancement and salary increase outside of New England, and there have been some disadvantages even in Massachusetts.

The situation has become intolerable, and there was no important opposition when Dr. Payson Smith and Frank W. Wright presented the matter to the State Board of Education, and all Massachusetts State Normal Schools are State Teachers Colleges.

As a graduate of Bridgewater, as a former teacher in the school, as a member of the State Board of Education for twelve years, it was a personal satisfaction to have addressed the Bridgewater Alumni Association when Arthur C. Boyden was recognized as president of the State Teachers College by the State Commissioner of Education and his associate assistant on April 2, 1932.

• • •

The Soul of America

WE WERE of those who did not think it would be possible to create public interest in the life of Washington, who had been glorified everywhere by everyone for a hundred and fifty years.

George Washington has suddenly become the "Soul of America." From the day he entered the United States army in 1751 until his death in 1799 every act, thought and impulse of his life was the development of a personality which eventuated in the America which is the hope of the new civilization of the World Crisis.

Until now George Washington has been a series of important events as significant in history as the multiplication table is in arithmetic.

Already the Bicentennial has created a new America as vital to the new civilization of the world crisis as the success of the war for independence was to Colonial America.

Already it is revealed that these significant events that have been accepted as the portraiture of George Washington were really the evolution of the personality that through hopes and fears, successes and failures, purposes and modifications shuttled back and forth with Mount Vernon as the focal point in war and peace for nearly half-a-century.

• • •

Mental Climate

DR. ALBERT C. DIEFFENBACH, editor of the *Christian Register* (Unitarian), said in the issue of February 11, 1932: "A man's climate is his inclination in all matters moral and intellectual. Each one lives in his own, for the human mind is an island surrounded by an infinite ocean of thought."

Birds of beautiful plumage and fascinating songsters spend most of the year in semi-tropical climates. The hardy, drab, low-toned birds come north late in the season and go south early.

The mental climate of leaders in education is the measure of their civic, social, and professional character.

N. E. A. at Atlantic City

ALL the glory of the Detroit and the Los Angeles meetings of 1931 and of the Washington meeting in February will be extended and intensified at Atlantic City, June 25 to July 1.

Railroads will give more and better service than at any price heretofore, and at lower rates than for service half as good any other year.

The hotels will give better service at lower prices than the Association has ever had in modern times.

The resort attractions at Atlantic City are restful and healthful.

Teachers will have an opportunity to learn more about the wondrous discoveries, inventions, and creations of the world while attending the Atlantic City meeting than has ever been possible at any other meeting. From this angle alone it will be a tragedy for any teacher not to attend the summer meeting of the National Education Association June 25-July 1.

It is of utmost importance that every teacher and school official should know the wonderful achievements that are being revealed in school book making. The exhibits of school books will represent more progress in education than any previous exhibit has demonstrated in ten years.

There will be greater harmony between North and South, East and West, and between creeds and castes than was ever evident in any other national meeting in the interest of education.

Dr. William John Cooper and his associate officials at the Office of Education, J. W. Crabtree, S. D. Shankland, Harold A. Allan, and their associates at headquarters, have done more to promote the importance of the Atlantic City meeting than has ever been done in advance for any other national meeting.

State superintendents, county and city superintendents have rendered unprecedented service in the interest of the Atlantic City meeting.

The elimination of all dissensions at the Los Angeles meeting last July has given Florence Hale, Cora Wilson Stewart, and Charl Williams unprecedented receptions everywhere.

Personally we anticipate more professional profit and pleasure from the Atlantic City meeting than from any meeting in the sixty-three years that we have played a part in the Association.

• • •

Hawaii, July 25-30

THE World Federation of Education Associations under the leadership of Paul Monroe and Augustus O. Thomas at Honolulu will be the most significant opportunity any one has ever had to enjoy meeting cultured people of various races, colors, and languages, who are every way modernized and at the same time retain pride in their inherited distinctions.

Three weeks with the leaders of education in Hawaii two years ago was by far the most satisfactory of any opportunity I have ever had to broaden my vision and heighten human interests.

It is of consummate importance that the leaders of all countries and continents this year, especially, should luxuriate together in the beautiful islands that dominate the Pacific interests.

This will be the best opportunity ever presented for the schools of the United States to get an international acquaintance with world leaders in the promotion of civilization.

• • •

Superintendent Bragdon

CLIFFORD S. BRAGDON, who has been acting superintendent in New Rochelle, New Jersey, since the death of Dr. Albert Leonard, has been elected unanimously by the Board of Education as superintendent to succeed Dr. Leonard.

• • •

H. B. Lawrence, Holyoke

HOLYOKE, Massachusetts, has been an interesting school centre for half-a-century, as we can testify from personal acquaintance. There has been no time when Holyoke has not had among its public school leaders men of distinction in whose career we have been personally interested.

The recent public recognition of the Hiram B. Lawrence School and John J. Lynch, its principal, carries our thought along a trail of half-a-century that would yield an interesting volume of personal experiences, acquaintances, and friendships in Holyoke, a city that has played an important part in the two hundred years of the history of the Connecticut Valley.

What Mr. Lynch said of Hiram B. Lawrence at the recent public exercises can be said of the noble band of teachers as I have admired them through the years. Mr. Lynch said: "H. B. Lawrence's constant aim in education was to provide studies and facilities which would make public school boys and girls of America healthy in body and mind, noble in character and citizenship. His school enriched the aesthetic taste and scholastic culture of his professional and personal associates as well as the boys and girls who have made the Holyoke of today."

Timely Topics

Refilling Reservoirs

SPRING is the season when rivers run high and when ponds and lakes refill with water.

Spring, however, finds the teacher's reservoir of zeal, energy and mental force at low level, and steadily dropping lower. This occurs every year. And this year—for reasons which need not be mentioned—the exhaustion is more complete than usual.

Next fall the boys and girls will come trooping back; not admitting a thirst for knowledge, yet demanding much from the teacher's stored-up strength, enthusiasm, skill and booklore.

What will the teachers of America do, in the two months' recess granted to most of them this summer?

One of the very best things for many of them to do is expressed in the words, "Go back to school." Not as teachers, but as students. Summer schools have arranged inviting programs, not only of mental but of physical and social refreshment. Teachers selected for that super-ability of knowing how to inspire and teach teachers, will be on hand to share their best with summer classes.

Teachers in service owe it to themselves and to their pupils to seek professional improvement. Young teachers are coming along who have had more years of preparatory instruction than many of the older teachers with whom they will associate. Those additional years of schooling are not to be scorned. Schooling and experience are complementary. Both are needful.

Summer schools this year will attract many of the most intelligent, most earnest, men and women of the teaching profession in the United States; persons who sense their need of what summertime instruction can do for them and, indirectly, for their pupils.

• • •

Fear Clogs the Works

SUPPOSE you are a superintendent of schools; a capable, energetic officer, with sufficient experience behind you so that you know what you are about. Suppose you have charge of a large number of schools and receive a commensurate salary.

Are you able to work at your full efficiency these days?

If you are—congratulations both to you and to your community!

But perhaps you are not.

You have been giving your best to the schools. You have planned and executed important improvements. You are ready to plan and execute further improvements. But you are held back—not only by the demands of your citizens and boards for stringent economy, but because of a feeling of insecurity in your own job.

A younger and cheaper man may be given your job. Such a change might seem to be real economy, if your board looks at dollars mainly. Besides, you have been the man to say "We need more schools," and "We need to pay our teachers more money," and "We need this or that new equipment." Thus you symbolize what is now looked upon as expense or as extravagance even.

Your head is in jeopardy.

How can you do your best work under the spell of this anxiety? The answer is that you cannot. Strive as you will, you are bound to mark time and to let things slide.

What use to introduce new ideas when they will be unwelcome if they cost a dollar, and when your plans are likely to be scorned by your successor? Why lift your head for the executioner to strike at?

What would release your energies and talents thus held in restraint?

A vote of confidence from your board of education would help immensely. An offer to renew your contract for a term of years—even though it may not have expired at this moment—would put new heart into you.

No single action that your board could take would be likely to mean so much for the local schools in this critical time.

• • •

Care in Granting Scholarships

A SERIOUS responsibility rests upon colleges for the wise distribution of scholarship aid. They must select from large numbers of applicants the ones most deserving of assistance—and applications are frequently deceptive, not to say flagrantly dishonest.

The most essential factor in determining a candidate's worthiness would appear to be integrity of character, without which his education for leadership can scarcely be a service to society. Anything in the nature of falsehood in the statements of an applicant should, if discovered, completely bar him from acceptance or appointment.

As the demand has become more eager, trustees of scholarships have become more cautious, as well they may.

Anson W. Belding

Vermont Proud of Its Schools

By His Excellency, STANLEY WILSON
Governor of Vermont

IT IS generally true that the quality of a people may be measured by the interest they take in providing education for their youth. A willingness to pay the price necessary to insure educational advantages to the rising generation indicates that the people are forward looking and alive to the needs of the time. If they simply provide schools that will comply with the minimum requirements of the law, the community is generally going backwards and bound to continue in the direction.

Measured by this yardstick, Vermont has no occasion to be ashamed of her rank. On the contrary, the desires of her people expressed through her legislatures and in those great forums of democracy, the town meetings throughout the state, indicate beyond question that Vermonters are determined to have their young people start their careers fairly trained and educationally equipped so that they will not be handicapped in their life work.

The population of Vermont is small compared to that of most states. It is almost entirely white, only about 2-10 of 1 per cent. being colored. Native-born in 1920 were 87.2 per cent., and nearly half the remainder were of English-speaking origin. The remainder were nearly all from those countries that have sent America good citizens. We are admirably placed so far as the quality of our present citizenship is concerned.

Due to our small size and peculiarly satisfactory population, educational experts have perhaps given more time to the study of our problems than they otherwise would. The result is we have been frequently surveyed and freely advised as to our educational system. Our school system has been greatly changed in the last two decades.

Of our children enrolled in elementary schools, nearly two-thirds are in rural communities. We have recognized that the providing of good schools reasonably close to the homes of the scholars is an economic necessity for the maintenance of our place in agriculture. We now have approximately 1,100 one-room rural schools and 200 two-room rural schools.

A few years ago a plan was worked out for the improvement of our rural schools which was deemed especially adapted to our conditions. The school is made the commuunity centre, bringing otherwise unattainable advantages to the district which it serves. Standards were prescribed which cover not merely the school building, but its equipment, and above all, the quality of the teacher. We now have about 60 per cent. of our rural schools brought up to standard or to the higher rank of "superior." Many have library room, kitchenette, small stage and equipment for the primary purpose as a school. These schools have been improved rapidly, and community interest has been greatly stimulated.

•

Our state has adopted the policy of state aid to towns for the purpose of stimulating general improvement in schoolhouses and equipment, and the quality of teachers. The response by the people in smaller communities has been remarkable. It is very interesting to note how in some sections the school, instead of being a remote and matter-of fact institution to be viewed with criticism and accepted simply as a piece of machinery intended to insert a given amount of useful and useless information into the minds of children, has really become a live factor in the community life. Parent-Teacher Associations, 4-H Clubs, and community clubs have been formed and have taken an active part in improvement of the community, and working about the school as a centre. The communities have taken pride in improving school buildings and equipment which go beyond the scope of the town school provisions. This has had a strong influence in raising the standard of the schools.

"Vermonters have always taken a pride in furnishing good schooling for their children. From common school to college the communities and the State provide all that is essential. They go further and provide many things that perhaps cannot be classed as esentials but are desirable in the training of youth."

•

As one drives through the state of Vermont now, it is interesting to note that the little red schoolhouses of the olden days have mostly disappeared. In place of these, and frequently in different and much improved locations, are seen trim, tidy modern schoolhouses bearing the plate "Vermont Standard School" or "Vermont Superior School," with playgrounds, properly arranged window lighting, modern provisions for heating and ventilation, and equipment to aid the teacher and the pupils during the actual school hours and the hour of play. We are proud of the improvement in our rural schools.

Our urban and large village schools meanwhile have continued to advance to high efficiency. To one who attended the old district school of forty or fifty years ago, the change to be seen is most marked. We now employ none but trained teachers. State aid has been provided to help the small town meet the cost. Our modern well-

equipped grade schools furnish to students aids undreamed of in former days and exemplify the march of progress in education.

Our high schools are divided into four groups: 33 four-year high schools, 47 junior-senior high schools, 3 junior high schools, and 12 two-year high schools. These ninety-five high schools provide secondary school courses for Vermont children, with their work supplemented by nineteen private academies and preparatory schools, which in some towns serve the communities in lieu of public schools. If a town does not maintain a high school, tuition cost within certain limits is paid by the town in order that the students may attend some approved high school or academy. The policy of the state is to provide as far as possible equal educational facilities for all the young people of the state whether they live in large towns or small ones.

In the large high schools the range of courses is increasingly varied. Not only is special work conducted in definite fields, such as science, vocational work in agriculture, commercial subjects, home economics and manual training, but attention is paid the extra-curricular activities and to vocational guidance programs by which it is hoped to assist the individual student to make the most of his natural abilities.

•

In the early days of Vermont the founders of our state made provision for advanced education through the establishment of academies and so-called county schools in many sections of the state. As time went on and the demand for education above the common school grade became greater, many private schools were established. Some of these academies and private schools have been taken over by the towns in which they were located or have gone out of existence. There still remain, however, as I have stated, nineteen of these private institutions that have survived the changed conditions and are giving fine service to students whose parents are able to give them the special benefits accruing from the life of a boarding school under proper supervision.

GOVERNOR STANLEY WILSON

Most of these schools are co-educational. Two, Goddard Seminary at Barre, and Vermont Academy at Saxtons River, have gone a step further, and are restricting their student lists to girls and boys respectively. These private schools do not, to any great extent, compete with the public high schools, but supplement them.

Vermont's State School of Agriculture at Randolph Centre is an excellent school, offering splendid equipment and facilities for agricultural training. With a well-trained faculty, natural advantages, and up-to-date equipment, this school is doing noteworthy work in assisting boys to become practical farmers with the advantage of scientific training. The record of the alumni of this institution is remarkable in that a very large percentage of the graduates of the institution have become successful farmers, while practically all the others have utilized their special education as foremen and managers of large farms and estates.

Vocational schools have been established in five of the larger industrial towns, where specific training may be secured in different trades. These schools are located at St. Johnsbury, in connection with the Fairbanks scale works; Windsor, in connection with the machine shops; Springfield, in connection with the machine shops; Wallingford, in connection with the American Fork and Hoe Company; and Barre, in connection with the granite industry.

In addition to these trades extension and preparatory schools there are maintained all-day schools offering training in agriculture and home economics, and evening schools offering work in home economics, and one evening in particular, at Barre, which gives training in drafting, sculpture, and designing in connection with the monumental granite industry.

•

Vermont has two excellent state normal schools, located at Castleton and Johnson.

In addition, there is a normal training course at Lyndon Centre and a course in connection with the teacher-training department at the University of Vermont. There are at present over five hundred students in our teachers' training units.

Tuition in the normal school courses is free for residents of Vermont. At the University of Vermont there is also conducted a summer school at which tuition is free for Vermont teachers.

For those young people who seek college education, Vermont offers excellent opportunities. Five colleges are now maintained in the state and another is to open its doors next fall.

The University of Vermont and State Agricultural College situated at Burlington on beautiful Lake Champlain is the largest Vermont educational institution. It has a medical department which ranks high among the approved medical colleges of the country.

Norwich University of Northfield, the military college of the

State of Vermont, has a long and honorable record as an institution for higher learning and military training. It has recently added materially to its plant. I am told it ranks second only to the United States Academy at West Point as a military institution.

Middlebury College at Middlebury, like the University of Vermont, is co-educational and furnishes excellent training. It is widely known for its summer school activities.

St. Michael's College for men, and Trinity College for women, both at Burlington, are Roman Catholic institutions carrying approved courses of college grade.

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Bennington College for women, at Bennington, will receive its first students next fall. Construction work is now in progress. This institution was conceived and is being carried out as an experiment in higher education, novel and enticing in its conception.

These six institutions provide varied and satisfactory opportunities for education, not only for the youth of Vermont, but for those of other states. While they are primarily devoted to the education of Vermont people, their standing places them in successful competition with similar institutions outside the state.

Vermonters have always taken a pride in furnishing good schooling for their children. From common school to college the communities and the state provide all that is essential. They go further and provide many things that perhaps cannot be classed as essentials but are desirable in the training of youth.

Six-Four-Four in Pasadena

By JOHN A. SEXSON
Superintendent, Pasadena, California

"The Six-four-four plan is characteristic of the Pasadena school system by reason of what it accomplishes for the learning situation for the individual child. The organization provides a kindergarten of one year, a six-year elementary school, a four-year junior high school embracing grades 7, 8, 9 and 10 and a four-year junior college consisting of grades 11, 12, 13, and 14."

THE Pasadena School District is a district of some one hundred thousand population, situated at the foot of the Sierra Madre Mountains, and overlooking the fertile San Gabriel Valley. Adjacent to the city and easily accessible to its attractions, are some two million people. It is not an area dependent for its existence upon manufacturing or industry, nor is it a suburb or residential section of its adjoining metropolis, Los Angeles. It is today, and has been since the time of its founding, a peculiarly independent community, luring to its hospitable boundaries men and women from the four corners of the earth who have come for the satisfaction of one of two ambitions—either to serve the cause of the advancement of culture and science, or to make available for their own or the use of their children, those unexcelled opportunities for education and research which the institutions of the city afford.

Flanked on every side with world-renowned educational institutions and blessed by nature with the rare charm of climate and natural beauty, the city is a Mecca for men and women of science and learning from all parts of the world. To the California Institute of Technology come such men as Michelson, Einstein, Schurman, Millikan, Beard, Munro, and those most renowned students of science from every country in the world. To the Huntington Library and Art Galleries, where are collected the rarest and most valuable manuscripts, books and paintings, come the scholars from the Occident and from the Orient. To the Carnegie Institute and the Mount Wilson Observatory come astronomers, astrophysicists and other leaders of pure science from every scientific centre. To the Southwest Museum, with its rare libraries and most marvelous collections of the ancient Southwest, come the archeologists, the anthropologists and the paleontologists. To the Community Playhouse come the dramatists, the playwrights, the designers, artists and students of the theatre.

The above background is essential to an understanding of the Pasadena School System, for there has been a conscious and continuously phrased determination on the part of the citizens of Pasadena to build and to maintain a public school system that shall not alone compare favorably with these cultural institutions for which the city is justly famous, but which shall, likewise, contribute to the advancement of knowledge in the field of public education to the same degree as these other institutions have contributed to advancement in their respective fields.

The evidences of this ideal are to be found in each unit of the system, from the kindergarten through the junior college. These evidences are found in the excellency of the physical plant,

buildings, grounds, equipment and instructional material; the superior training and professional reputation of the teaching corps; the richness and variety of the educational offering for the children; and the unusual variety of those special services made available for the use of children and adults as agencies to promote their growth and cultural advancement.

The kindergarten-six-four-four plan of organization has been adopted by this community after careful study and after a vast majority of the patrons have been convinced that this plan of organization for fifteen years of public educational offering will enable Pasadena to give to each child, irrespective of individual differences of whatever kind, a more effective educational experience than would be possible under other plans or types of organization. This has been done without a presupposition that the organization in itself automatically accomplishes specific services for children, but rather, after having carefully visualized what the best of these services for individual children might be, the plan of organization has been adopted in full faith that under this plan those services are best made available for children.

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The six-four-four-plan, therefore, is characteristic of the Pasadena school system by reason of what it accomplishes for the learning situation for the individual child. The organization provides a kindergarten of one year, a six-year elementary school, a four-year junior high school embracing grades 7, 8, 9, and 10, and a four-year junior college consisting of grades 11, 12, 13, and 14.

The six-year elementary school needs no description; its characteristics are well known. The four-year junior high school, however, is unique. This new middle school unit offers the best opportunity yet provided for

J. A. SEXSON

integrating the education of boys and girls through what has long been recognized as the period of pre-adolescence. The enrollment in this four-year junior high school averages twelve hundred or more in each unit. The advantages of this unit, from a curricular and extra-curricular viewpoint, may be generally summarized as follows:—

1. The two four-year secondary school units tend to prevent a broken secondary educational experience for the student so far as the organization of his curricular materials is concerned. Having a four-year unit before him when he enters the seventh grade, during all of which time he is to be under the same counselors, the same principal, and with the same teachers, there is an opportunity to measure his capacities and determine his needs and to meet them, that has long been wanting in the educational experiences of children at this level.
2. The four-year junior high school gives a valuable continuity of educational experience in such curricular materials as the languages, mathematics, etc.; that is, students during the four years of the junior high school become well-grounded in these rather difficult subject matter courses within the one school, under the one set of supervising officers and teachers, so that there is no necessity for them breaking into this experience and making adjustments to a new regime during these courses.
3. This four-year junior high school offers an unusual experience for students in the sciences, particularly in health education growing out of their courses in biology, and along with that an opportunity for proper sex information available to the student during the time that he is adolescent and is most in need of general informational courses of this type and character.
4. The junior high school lends itself readily to the close supervision of study habits. It is particularly and singularly free from the distractions which grew up in the old standard high school where students were older and less amenable to supervision. For this reason study habits are fixed, and students are given a long period of successful mastery of curriculum materials without break or interruption, which seems to stabilize their habits and to ensure continuing success through the upper levels of the school system.
5. In the extra-curricular field these four-year junior high schools provide:—

   (a) An opportunity for the more mature leadership of the upper grades to dominate the activities of the unit and to set up and maintain for the experience of all the students, a living, dynamic democracy in which there are most valuable experiences for students.

   (b) All student activities in these units, such as their bands, orchestras, and other extra-curricular activities, are developed to a point where there is great public interest and support for them, and as

a result there is a pride and a school spirit engendered within these institutions that is unique for students at this level.

(c) There is a decided economy in the conduct of extra-curricular activities as a result of these organizations, in that there is a single student body organization covering the four-year unit and the whole program may be so set up as to provide the maximum of opportunity for worthwhile experiences at a minimum cost.

(d) There is a morale within this unit that enables these student bodies to concentrate upon purposes and activities of dignity and character, and to achieve results that are significant for themselves as individuals and for their schools.

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The junior college unit with an enrollment of approximately four thousand students begins with the eleventh grade, and here again one finds a unity and an integration of student educational experience unexcelled in any heretofore known unit of the American public school system. This unity and integration results in part from the remarkable homogeneity of the student body and in part from the worthwhile savings in time and effort possible through a unified secondary curriculum covering the full eight years of the secondary school period beginning with the seventh and ending with the fourteenth year. This long period, carefully organized, well articulated and integrated, affords a rich and heretofore unknown opportunity for guidance and study of pupil needs, pupil capacities and potential accomplishments in a situation wherein the teaching corps and parents have the opportunity to co-operate understandingly, and have the benefit of a wealth of records covering past experiences, past successes and failures, together with adequate information upon which to base the program of future effort.

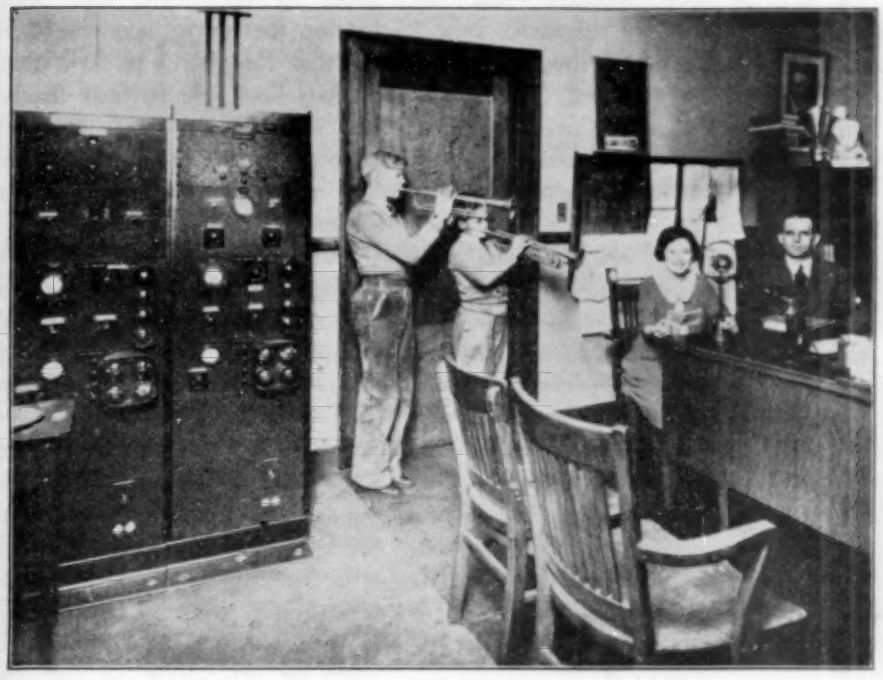
The value of this condition is manifest in the almost unbelievable percentage of students who successfully pass these last most difficult years of the old standard high school and those treacherous freshman and sophomore years of the standard college. They enter upon their true university training with an impetus and self-confidence that dispels any thought of failure or unprofitable outcomes for the individual or for the society which has provided him with the great experience of a rich and most unusual opportunity for education and training.

Not only does this organization contribute richly to the worthwhileness of the educational experience of those students who go through to the opportunities offered in institutions of higher learning, but it makes a rich contribution as well to that increasingly large group of students who are desirous of an adequate education but who do not need and who do not desire training as extensive as that afforded by the old standard college and the graduate school. This four-year college experience provided in connection with the local public school system is becoming increasingly satisfying to students who sense their need of training as being of a semi-professional type and who are able, by reason of the more effective and efficient organization of the curriculum and the better selection of fields in which to study and train, to prepare themselves adequately for their chosen vocation by the time they have reached the end of the junior college unit. They, therefore, accept the diploma of graduation from the junior college with a degree of satisfaction approaching that which accompanies the degree awarded by the standard college, and with a consciousness that they are equipped to compete in industry, at a semi-professional level, with individuals however well-trained; and that they are, therefore, adequately and satisfactorily equipped both for their vocations and for that rich enjoyment which is based upon culture and an appreciation of those things which the culture of all ages has made available for the generation in which we live.

The Croaker

Once on the edge of a pleasant pool,
Under the bank where 'twas dark and cool,
Where bushes over the water hung,
And rushes nodded, and grasses swung,
Just where the crick flowed outer the bog,
There lived a grumpy and mean old frog,
Who'd sit all day in the mud and soak
And just do nothing but croak and croak,
'Til a blackbird hollered: "I say, yer know,
What's the matter down there below?
Are you in trouble, er pain, er what?"
The frog sez: "Mine is an orful lot,
Nothing but mud and dirt and slime
For me to look at just all the time.
It's a dirty world!" so the old fool spoke,
"Croakity croakity croakity croak!"
"But yer looking down!" the blackbird said;
"Look at the blossoms overhead,
Look at the lovely summer skies,
Look at the bees and butterflies,
Look up, old feller. Why, bless your soul,
Yer looking down in a muskrat hole!"
But still with a gurgling sob and choke
The blame ole critter would only croak,
And a wise old turtle, who boarded near,
Sez to the blackbird: "Friend, see here:
Don't shed no tears over him, fer he
Is low-down just 'cause he likes ter be;
He's one er them kind of chumps that's glad
To be so mis-rable-like and sad;
I'll tell yer something that ain't no joke,
Don't waste yer sorrer on folks that croak."

—The Oklahoma Mason.



EACH MORNING THE TRUMPET CALLS TO COLORS

How Another School Uses Radio

By ALICE MARIE JOHNSON
Teacher, Western Junior High School

DURING the past year the Western Junior High School of Somerville, Massachusetts, took another step forward in the march of progress by installing a radio system throughout the building. Consequently it was with great interest that we of the Western read the article entitled "Students at the Microphone," published in the March 7th issue of the Journal, and we would like to relate some of our experiences along similar lines.

Our school radio has its central control in the master's office where are situated two large panels or racks. Outside stations may be secured whenever desired, or the entire broadcast may take place within the school. There are two microphones, a small one on the desk in the office, and a large and more powerful one placed on the stage of the school auditorium. A loudspeaker, a volume control, and a switch enabling the teacher to turn the program on or off at will have been installed in thirty home rooms and the library. Each home room has its pupil radio operator, all of whom belong to the radio operators' club.

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At 8.25 every morning, as three members of the school patrol withdraw to the front of the building to raise the flag, the school trumpeter sounds the call to the colors through the megaphone, and every teacher and pupil stands in salute. At 8.35 we hear the cheery voice of our principal, George K. Coyne, saying: "Teachers and pupils, good morning! This is Station WJHS announcing important news items." At this time, also, a fitting quotation or short poem chosen or written by a pupil is read. During the day, if it becomes necessary to send a message to the entire school, two bells are rung and all work is suspended for a minute or two until the broadcast by the principal has been completed. At 2.55 a pupil, previously selected by each home room teacher in turn, speaks briefly over the radio from the office on some topic pertaining to school life. Among the subjects recently discussed were: "Courtesy," "The Necessity of Making a Wise Choice of Electives in the Ninth Year," and so on. Then the familiar voice of the principal announcing is again heard giving additional bulletins of importance and safety warnings. Finally the trumpeter once more stands before the "mike" to sound the taps at the close of the day as the flag is lowered and hundreds of pupils stand in respectful silence until the last faint note has died away.

Each Friday at 2 o'clock an entire class of pupils broadcasts songs and cheers from the auditorium following which the school song is played on the accordion by a pupil, and, as it is sent through each room, all the students unite in the singing.

A committee of four teachers has been appointed for the purpose of securing advance radio programs from the local stations. From these programs are selected those that can be most readily assimilated by the pupils and from which they will derive the most benefit, including occasional speeches by people of prominence, such as the Presi-

dent of the United States. A favorite program is the Dr. Damrosch hour broadcast every Friday morning. The music classes make this a regular feature of their work. Other classes which would not be interrupted by the concert are permitted to listen in. I happen to have a study class at that time, and it is surprising how diligently those pupils study, enjoying and appreciating the music none the less. In fact, I have purposely turned it off before they came in order to see what the reaction would be, but invariably they have requested that I allow them to hear it. Although the pupils are dismissed at 2.00 the American School of the Air is occasionally tuned in at 2.30 as there are often many children who enjoy hearing this program and stay purposely to hear it if they have no radios at home.

On last September 30, in place of the usual assembly program, the pupils remained in their home rooms and heard Station WJHS broadcasting from its studio on the stage of the school auditorium. The announcer was George K. Coyne, our principal, and the artists whom he introduced were pupils. Mr. Coyne opened the program in his customary manner by reading a poem entitled: "A Thought For This Autumn Morning." The entire school then joined in singing the school song, the accompaniment for which was played over the radio by a pupil. Various musical selections and readings were then given. It was interesting to note the close attention displayed by those listening as they heard the familiar voices of their classmates. A realistic touch was added by an occasional interruption for station announcements. Before the program was concluded, Mr. Coyne suggested that the pupils write their impression to him in care of Station WJHS, Western Junior High School, so familiar to us all. He then signed off "at exactly five minutes past 10 o'clock Eastern Standard time." Needless to say numerous letters were received, and very satisfactory results were realized in the writing of them since the pupils had an incentive which vitalized their work.

It was not only pleasing but inspiring to witness the actual scene as it took place in the so-called studio that morning. Each and every pupil present felt his responsibility and derived real enjoyment from it. Some were sitting around in silence while others tiptoed about to adjust the microphone or render assistance wherever needed, all quietly awaiting their individual turns to perform.

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There is one other time when the radio plays a part in our school life. It is an insignificant part, it is true, but one which, I think, has an influence of its own. I refer to the occasions of our Parent-Teacher Association meetings, when in each classroom can be heard the soft strains of music as parents and teachers mingle in friendly conversation. It lends an atmosphere of sociability, and pupils do not therefore have the feeling that "ma and pa are going up to school just to hear teacher talk about me." They know it is going to be not merely a business meeting, as it were, but also a pleasant visit.

Our experiences with the use of radio in school life have convinced us of the innumerable benefits to be derived therefrom. Many a time we have asked each other, "How did we ever get along without it?" But, since the school exists for the pupils, and its progress is measured by the growth in their intelligence, it is only fitting that we should consider the advantages to be secured for them by such an innovation in our curriculum if we would truly ascertain its value. Suffice it to say that the radio has brought them closer together, has vitalized their everyday classroom work, and offers equal opportunity to all for developing self-confidence and reliability whenever they participate in a broadcasting program. It has been weighed in the balance and not found wanting.

Fitting for Life Work

By PRESTON H. SMITH

Superintendent, Bayonne, New Jersey

PRESENT-DAY business requires a different type of training than that offered by the usual commercial course in typing, stenography and bookkeeping. A reorganization of the commercial curriculum is needed in order to provide a training that will ensure growth within a business organization.

Modern industrial conditions are increasing the demand for trained workers. The present two-year vocational school is not able to give the needed trade related knowledge and the technical insight required of the so-called intermediate division of workers. The aim should be not to produce technical trade skills but rather to give an understanding of the basic principles that underlie industrial processes.

It is essential that the objectives of the high school be set up as definite goals. Prominent among these is preparation for business and industry. In the future the schools with programs of vocational and technical training will be the ones that find ample justification for being. Vocational training in the high school is the greatest unsolved problem of modern education.—*Address at Department of Superintendence Meeting, Washington.*

The Value of "Well Done"

By PAUL H. AXTELL
Supervising Principal, Flemington, New Jersey

I REMEMBER very clearly my first term at school; the old one-room rural school. The teacher gave me a very small card each day upon which was written the word "Perfect." At the end of a week if I had five small "Perfect" cards I received a larger card with a beautiful picture on it. If I had all the large cards due for the month, I received a still larger card, wondrously beautiful both in the picture portrayed and the sentiment expressed. During that half year, I did what was considered an excellent piece of work for that community. I completed the primer, first and second readers, and was officially placed in the beginning of the third grade. I do not remember the subject in which those awards were made, whether it was arithmetic, or spelling, or reading or writing.

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The next year another teacher came, perhaps as well equipped to teach as the first. She remained with us several years. When I found that I was receiving no "Perfect" cards, I was disappointed. School was not the same place. With my mother's consent I very carefully packed my treasured cards in a box, took them to school, and asked the new teacher to give them to me over again. She, of course, refused to do what another teacher had done. That would be foolish. I toiled on for six more years. Then I moved from the country school to the village graded school, and was placed by the authorities in the last half—not of the eighth grade, but of the fourth. I have wondered ever since whether the progress I made during that first half year was due to the awards. Surely it had a large part to play, for it made a deep impression.

Much objection has been offered of late to any system of awards. Educational literature has presented many arguments both pro and con. The author of a recent educational article in condemning awards prophecied a perfect state of existence without them, and quoted these lines from Kipling:—

"Where no one shall work for money,
And no one shall work for fame,
But each for the joy of the working—"

There are awards other than those of intrinsic value which are just as powerful in guiding the conduct of men. This fact the poet recognizes when the complete stanza from which this excerpt was taken is quoted:—

"For only the Master shall praise us
And only the Master shall blame,
For no one shall work for money
And no one shall work for fame,
But each for the joy of the working
And each in his separate star
Shall paint the thing as he sees it
For the God of things as they are."

Who is there who dares to say that the praise or blame of the Master does not constitute a punishment or a reward to most men? Is there anyone who would deny that to many the hope of a reward in these words "Well done, good and faithful," from the lips of the Master has been a shining light in the development of character throughout the ages? Even the teacher's "That was a good job, Johnnie," or "That shows improvement, Mary," is an award of no mean worth. Thus even in this perfect society described by the poet the desire for praise from the "God of things as they are," exalts and enlivens the painter's task.

So today we may joke about our academic confetti and our academic millinery and deplore the emphasis placed upon university grades and degrees, but the "gods of things as they are," whether in business, in education, or in social life, do just the opposite. Whether these gods be the university faculty, boards of education, or state legislatures who give an almost holy reverence to degrees; or whether they be the boy scout fathers who place the eagle scout upon the pedestal; or whether they be the grade congress or the school cabinet which exalts the attainments of the school letter, it makes little difference; the praise of the gods in the shape of an award is a potent force in shaping conduct. Only last evening I read that less than one per cent of the criminals have been scouts. I am convinced that if an award has been received and is unmerited, the winner of that award does not receive much enjoyment from its use. He may think he does, but his capacities for enjoyment have never been developed to the point of real appreciation if he hasn't satisfied to a high degree the conditions of the award.

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The desire to receive and to give awards is as natural in human society as is true participation. While awards probably do make subject matter extrinsic to some extent, that extent depends upon the methods employed in making the award. If the regulations governing the award mean fair play, participation, understanding, pioneering, then I believe the award is democratic, educative, and worthwhile.

The Menace in Motivation

By MAYNARD C. WALTZ

Normal School, Keene, New Hampshire

THE teacher must motivate the pupil. How is she to do this? By creating learning situations which will stimulate him to action as he only learns when he is active. These situations will be of such a nature that they will excite the basic and derived drives which are a part of the learner's personal being. Since these basic urges concern the self throughout there are great dangers involved in their stimulation. The modern teacher believes whole-heartedly in motivation procedures and knows many arguments in their support, consequently I shall not discuss their many good points. I am very much in favor of interesting the pupil in school work both by the use of intrinsic and extrinsic motives, but I believe that one should do this with eyes open to the hazards involved. These dangers are of special significance in a democracy such as ours.

The people of the United States are sold on the idea of universal education because they believe that it is democracy's salvation. Democracy cannot endure unless it has been built upon a foundation of common ideals, traditions and aspirations, and has been nurtured to success by the sympathetic co-operation of its citizens who have learned to live together in peace and harmony. Education must then train boys and girls to be socially minded. When one considers the extent to which Americans subscribe to the philosophy of individualism, the enormous task which faces the schools is easily recognized. It may well be that some of our motivation practices encourage a growing individualism which is often detrimental to the democratic ideal. Many of the standard education texts suggest the types of motives which I shall now discuss.

MAYNARD C. WALTZ

One of the most common is the so-called "bread and butter" motive. This is basic, and has a wide appeal to our boys and girls who are becoming more practically minded every day. They are demanding that every item of knowledge which is presented to them be of some material use to themselves. The numerous pamphlets on the money value of an education and the general use which guidance officers, teachers, and the public make of this money motive reveal its appeal, and consequently its dangerous possibilities. The learner has the right to demand that he should be asked to learn only things which have utility, but this utility should be of a broad nature. The "bread and butter" motive is inherently selfish, and unless inhibited by other social motives will stand in the way of mutual interests and co-operation. Undoubtedly some of our present ills are due to the selfish and, in many cases, illegal acquiring of money and property. Education may be responsible in some degree, for it may have placed too much value upon material success as an end rather than as a means. A youth, whose only standard of value is money and practicality, may well ask himself why he should support a poverty-stricken parent when there is no profit forthcoming.

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Another method of motivation is competition. I am concerned with competition with others, and not with one's self. Our capitalistic system is built upon competition, and so there should be a place for it in the school work if we are to make school life real, but the emphasis should be placed upon self-competition, playing the game fairly and learning how to be a good loser, as these abilities will be needed in our democratic living. Much of our competition in both curricular and extra-curricular activities is such that its creed seems to be "everybody for himself and the devil take the hindmost." If competition does unintentionally foster such a philosophy surely it does not fit into the democratic ideal. Rewards, marks and honors are employed as incentives in this competition. These are extrinsic motives, and are useful in their proper places. But when they become the end rather than the means they, too, lead to selfishness. Carried to extremes they might cause our young citizens to assume no disagreeable duties which carry no rewards or honors as concomitants.

Making play out of school work by means of games, entertainments and dramatization is an excellent means of motivation because it makes the activity a part of the child's personality. Consequently his response is genuine and beneficial. However, motivation of this kind should not become the main business of the classroom or else no attitudes of work will be de-

veloped. The boy or girl may come to place too much stress upon the play side of life. Now since life in the school should be real and not artificial the school which creates the impression in its boys and girls that everything is enjoyable play is doing a grave injustice to its graduates. How many adults can make continual play of their monotonous tasks in our machine age? How many at times do not find themselves compelled to exert every ounce of will power that they possess to keep themselves at their daily tasks? Surely the school should not graduate its students with an opportunistic philosophy of life, for a large percentage will be disillusioned later. History would suggest that some hard work is necessary to toughen the moral fibre.

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Allowing the self-assertive tendency to become active through participation in the leadership of school activities is another fine way to motivate. But here, also, a few must not be allowed to participate to the exclusion of the majority. How many teachers have had students refuse to co-operate simply because they could not be the leading man or lady in the activity? Since democracy demands mutual co-operation such attitudes if unchecked or innocently encouraged will cause great havoc. The school must train for intelligent leadership, and it must also train for wise support of the leaders when once they are elected. All motivation which appeals to the self-assertive instinct must plan to inculcate in the student the realization that every advance of self in the estimation of others is made possible by the sympathy and co-operation of the group.

The collecting "way of response" is often employed with excellent educational results, but this also may lead to selfish individualism if it is not wisely guided. The boy and girl must be made to realize that their opportunities are made possible by others' unselfishness, and that their opportunities are linked up with social responsibilities. This collecting urge may be so closely connected with hoarding that much harm may come of it. The present nation-wide campaign against hoarding suggests future educational needs.

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It seems to me that our motivation efforts should be directed mainly toward the tendencies of manipulation, sharing, sympathy, gregariousness and fitting for a career of social service, with a sane use of the other motives which I have discussed.

Democracy's demand for a foundation of common interests must be considered. As long as society supports the schools its welfare cannot be disregarded.

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4.30 P. M. National Student Federation of America Program.
6.00 P. M. *Current Events, H. V. Kaltenborn.
7.00 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Tuesday, April 19

11.15 A. M. *Stories of the Living Great, Sinclair Lewis.
11.30 A. M. *Current Questions Before Congress, Senator Arthur Capper.
11.15 P. M. *Columbia Concerts Program, featuring Grace Leslie, Soprano, and Mildred Dilling, Harpist; Howard Barlow, Conductor.

Wednesday, April 20

5.15 P. M. *"Bill Schudt's Going to Press."
10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen, Health Commissioner of Chicago.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Thursday, April 21

10.00 A. M. *Dr. Royal S. Copeland's Health Talk.
11.30 A. M. *New York Medical Society.
3.30 P. M. *Manmarks in Medicine.
6.00 P. M. *Current Events, H. V. Kaltenborn.
8.45 P. M. *Angelo Patri, "Your Child."
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Friday, April 22

3.45 P. M. *Columbia Educational Features, Dr. E. A. Hooton, "Preliminary Remarks on the Anthropology of the American Criminal."
5.00 P. M. International Exchange Program, "The Common Heritage."
9.00 P. M. *Toscha Seidel, Violinist, with Concert Orchestra.
10.15 P. M. *Adventures in Health, Dr. Herman N. Bundesen.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Saturday, April 23

12.45 P. M. *Wingate Athletic Program, C. H. McCloy, "Measuring Athletic Ability."
7.00 P. M. *The Political Situation in Washington Tonight, Frederic William Wile.
10.15 P. M. *Columbia Public Affairs Institute.

National Network

Key Stations WEAF and WJZ — **Eastern Standard Time**

Monday, April 18

12.15 P. M. *The Real George Washington, by Charles Colfax Long, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Shut-In Hour, U. S. Marine Band, WEAF.
2.30 P. M. *Current Events, April 25, Herbert Askwith, "New Travel Trails," WJZ.
4.00 P. M. *Kindness to Animals. April 25, Clarence Budington Kelland, WJZ.

Tuesday, April 19

9.00 A. M. *Morning Glee Club. WEAF.
11.00 A. M. *Your Child, WEAF.
11.30 A. M. *High School Band and Orchestra, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
2.30 P. M. *Why We Are Misunderstood, by O. G. Van Campen, WJZ.
2.45 P. M. *Young Artists Light Opera Co., WEAF.
3.00 P. M. *Music in the Air, WJZ.
3.45 P. M. *U. S. Army Band, WJZ.
4.00 P. M. *Magic of Speech, WEAF.
4.15 P. M. *Mormon Tabernacle Choir and Organ, WJZ.
5.00 P. M. *Charles Gilbert Spross, WEAF.
6.45 P. M. *Back of the News, WEAF.
8.00 P. M. *"You and Your Government." Wm. Bennett Munro, "The Significance of Our State and Local Elections." April 26, Chas. E. Merriam, "Primaries and the Machinery of Their Operation." WJZ.

Wednesday, April 20

9.00 A. M. *Morning Glee Club, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
3.00 P. M. *With a Senator's Wife in Washington, WEAF.
4.00 P. M. *The Pilgrims, Mixed chorus, WEAF.
4.30 P. M. *Eastman School Symphony Orchestra, WJZ.
5.00 P. M. Gardening, by Richardson Wright, WEAF.
6.00 P. M. *Music Treasure Box, WJZ.
6.45 P. M. *Merle Thorpe, WEAF.

Thursday, April 21

9.00 A. M. *Morning Glee Club, WEAF.
12.15 *The Real George Washington, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Salon Singers, WEAF.
2.45 P. M. *Poetry Recital, P. W. Ross, poetry with piano and flute. April 21, "Edwin Markham."
4.15 P. M.*U. S. Navy Band, WJZ.
6.25 P. M. *John B. Kennedy, WJZ.
6.30 P. M. *The World Today, WEAF.

Friday, April 22

9.00 A. M. *Vocal Art Quartet, WEAF.
11.00 A. M. *NBC Music Appreciation Hour, Walter Damrosch, WJZ and WEAF.
12.15 P. M. *The Real George Washington, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *U. S. Army Band, WEAF.
4.15 P. M. *Le Trio Charmante, WEAF.
4.15 P. M. *Radio Guild, "The Test," by Benelli. April 29, "Beggar on Horseback," by Kaufman and Connolly, WJZ.
7.00 P. M. *Salon Singers, WEAF.

Saturday, April 23

9.00 A. M. *Melodic Gems, WEAF.
10.45 A. M. *Golden Gems, WEAF.
11.30 A. M. *Keys to Happiness, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.00 P. M. *National Security League, WJZ.
5.15 P. M. *America at Work, WJZ.
6.25 P. M. *Unemployment Talks, WJZ.
7.15 P. M. *Laws That Safeguard Society, WEAF.
7.30 P. M. *Sonata Recital, WJZ.
8.15 P. M. *Civic Concerts Service, WEAF.
8.30 P. M. *Economics and Psychology, WEAF.

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* Features marked with a star will be on the air the same day and hour the following week.

The Municipal Normal School

By FRANK WEBSTER SMITH

Winter Haven, Florida

THERE are twenty-six municipal normal schools and teachers colleges in the United States. For the study and discussion of their special interests they are organized as a section of the Department of Superintendence. The section had two notable meetings in connection with the Washington meeting of the Department of Superintendence in February.

The section is approximately twenty years old, beginning under the name Conference of City Normal Schools, in which our lamented colleague William B. Owen was active. It was founded because interests of municipal institutions for the education of teachers needed more recognition than was given them by the then Association of Normal Schools. The differences between a city normal school or teachers college and other normal schools and teachers colleges are hardly realized as yet.

The American Association of Teachers Colleges has given its special attention to administrative problems and standardization. For the municipal institution its situation as a part of a great city school system has made administrative problems comparatively less important. Its attention has been drawn intensively to the more intimate problems of organization and procedure. Its location gives it superb opportunities for developing the practical side of teacher-training and equally superb opportunities for pursuing the professional side. Not only are its candidates for admission more uniformly trained, but it has facilities for knowing these candidates rather intimately and qualitatively before they enter its classes and for following its graduates sympathetically and helpfully in their early teaching.

In making these distinctions between municipal and state schools it is interesting to note that with rare exceptions state schools for educating teachers throughout the entire country have been located in rural districts or in the smaller cities and towns. These state schools have their own special work to do, and they are doing it with distinction, but city schools for teacher-education also have their special work to achieve.

The best product of city normal school and teachers college activity represents high water mark in teacher training and includes all phases of a modern system of teacher-education—most progressive principles of admission to training, high professional and practical requirements for completion of training, sympathetic follow-up work with its graduates, and provision of helpful courses for their fuller education.

A Message to **SCHOOL EXECUTIVES**

Children should not pay the penalty of lessened educational opportunity because of economic ills

● Educators and School Officials should face educational problems today with a unified purpose: Schools must progress, must offer ever better standards in education—and at the same time institute economies enabling practical operation within available budgets.

It is possible to undertake a modernizing program in connection with old or obsolete schools without special financing or costly expenditure. Many able educators have practical plans for obtaining the modern seating essential to progressive, efficient education that can be put into effect economically. Through businesslike, conservative, and proved procedure, new classroom seating so essential to modern teaching methods can be installed in present buildings without cost consciousness to the community.

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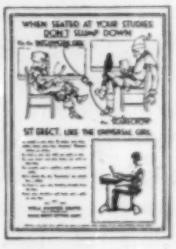

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Everyteacher

By ANSON W. BELDING

Those One-Room Teachers

Dear Mr. Belding: Thirty-seven years ago I entered, as a pupil, a one-room school. The seventeen-year-old teacher had had less than a high school course and no experience in teaching. However, she taught me to read, write, spell, and figure. How well I do not know. But I do remember she was loving, sympathetic, and so beautiful. Every summer I call and see her, and she tells my family what a good boy I was in school.

Later I had three teachers. They are living, and each year I have the privilege of visiting two of them. One is a member of my school board. He and I left our native state and for several years have been co-workers in this city.

Each of these teachers was a Mark Hopkins. They had little equipment and a small amount of professional training, but they had a faculty for imparting knowledge and building citizens.

Think back over your school days and recall some teacher who left a deep impression upon your life. Then send a post card, or better still, visit her this summer.

William H. Buker
Superintendent of Schools
Rochester, N. H.

• •

The Long Pull

SOME results of teaching arrive quickly. Facts may be memorized in a short time. Principles may be grasped in a slightly longer time. And tests may be applied to measure all such acquisitions.

Why, then, do so many teachers feel dissatisfied with the success of their work?

They are looking, I suspect, for greater and more far-reaching results. They are watching for results that are not easily effaced—as are the results which are ordinarily measured by examinations.

The deeper and more lasting fruits of education are less swiftly obtained. The imprint of education upon the life of the learner; the zest for useful tasks; the skill in meeting fresh situations; the four-square answering of every challenge—these are slower fruitions.

Education is an attempt to hasten evolution. And evolution, to all appearances, is an exceedingly slow process, when left to itself—a process whose steps are marked by eons of time, not years or even centuries.

Can the evolution of the individual be hastened by the planned environment of the schoolroom? Yes; for wonders have been recorded to the credit of good teaching.

Have faith.

And have patience!

• •

"Outside Influence"

MISS SOMEBODY, teaching in the neighborhood of Boston, gathered her youngsters about her and paid a visit to certain historic spots of this historic city. In the Granary Burying Ground the little group stood silent and apparently impressed, viewing the final resting places of John Hancock, Paul Revere, Benjamin Franklin's parents, and the alleged "Mother Goose."

The new offices of the Journal of Education, as did the old offices, look down upon this famous graveyard.

Suddenly there was a commotion among the sightseeing pupils. Two boys were hotly wrangling. One of them accused the other of hitting him in the neck. The accused boy protested his innocence, and was ready to prove it by ordeal of battle. Miss Somebody stepped into the arena to quell the disturbance. Why had these pilgrims so far forgotten their manners, their pride in their school, and everything else she had exhorted them to remember?

Alas, Miss Somebody could not understand. But if she chances to read these lines she will learn the explanation. An undisciplined office boy, in the rooms of the aforesaid Journal of Education, had projected a tinfoil missile into the clump of young Americans below. The neck of a boy had caught the tingle.

No doubt our office boy wishes to apologize to Miss Somebody, and one or two of her pupils. But the office boy has not said so. Indeed, he seems to have taken an unholy glee in this whole episode.

• •

Lift Up Your Eyes

REMEMBER the time you were utterly discouraged and down in the dumps over your school lessons, and a friend breezed into your room and made you go for a walk into the open country? You returned to your room, refreshed in mind and spirit, and the difficult lessons were so quickly mastered you marveled at the trouble they had given you.

Society is going through a spell of blues right now. Every difficulty is magnified. Every task seems too hard for weary brains to cope with.

The mind does not function properly when fear or anger or some other strong emotion is at work. Under such conditions, one needs a change of scene, a complete diversion of the mind.

Never was there a better occasion for delving into the books of great and inspiring authors; for filling the soul with music or art or religion—with joy and inspiration wherever it may be had.

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Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

Playground Fears

THE kindergarten and primary teacher is familiar with the child who sticks close to her when other children are freely playing at recess. This child has fears of the other children and looks to the teacher for protection. At home the child had not engaged freely in the rough and tumble of the neighborhood playground. He had been shielded. When a quarrel at play arose he ran to his nurse or mother for protection. He may have been persuaded to stay indoors "away from those children who are so rough." One thing is sure, he did not freely play and fight and quarrel and take his own part on the home playground with those of his own size and age.

This same child when in the fifth grade may, if allowed, linger in the classroom to read or merely sit, while his comrades go out to play. At home he may find satisfaction in solitary activities or in reading. If of average or superior mentality he soon may prove a voracious bookworm. When he plays on the home playground his playmates may be children very much older than he is, who protect him and are his heroes, or children much younger and weaker whom he can lord it over. In either event he does not learn to adjust himself normally, he has no occasions to exercise in self-defence, or even to match his wits with others of his size and age. He is not the boy who in junior and senior high school shows up for practice on a team.

But the chances are that he has been a favorite with the teacher because of his diligence, good lesson preparation, model conduct and deference to her. He may, however, frequently report to her that other children have abused him; and the teacher may hear complaints about this boy charging him with being a bully on the way to and from school. Very often the cowardly child is a bully. Reminded of his personal fears by his father, who urges him to stand up for his rights, and dubbed by the other boys of the neighborhood a "fraid-a-cat" and "mama's boy," he consciously and unconsciously strives to prove to his accusers and himself that he has courage; hence he goes about pushing weaker, younger children over, running away with their things and teasing them.

The school bully is a problem for the school and for the home since he stirs up no end of trouble on the playground and on the way to and from school.

Looking first at the young child who at school sticks too close to his teacher. Just to push him away and out among the terrorizing world of playmates may be too severe. "Gradual adjustment" ought to be the slogan. Let him learn early that when other children go to the playground no one is to remain behind. When he comes complaining that some one hit him, practically always ignore the matter. Let him learn from experience that he must defend himself. You, leading the children in play, can see that this child finds play satisfactions in the fashion of the group activities. When you wish to have some assistance of a child after school, don't call upon this child for it, but call upon one of the children more active socially, particularly the "rough-necks." Incidentally you will help them while you refrain from making this timid child the more dependent.

Encourage children to stand up for their rights. While making it a serious offence to fight with missiles, also make it an honorable thing to stand in self-defence behind good lively, well-used fists. Instead of punishing a child who so defends himself, commend him.

Many a child, particularly the timid child, must in the classroom submit to all sorts of indignities and torments from the annoying pupil seated next behind him. The victim knows, as a rule, that if he were to turn about and "land" upon his annoyer, giving him a good generous slap, he would himself be severely punished. And yet for the harassed child so to punish his tormentor might be the making of the antagonist and the beginning of a new kind of self-respect in the defender. Best of all, it would set before the group a standard of social justice.

As the child who lacks physical courage advances upward through the grades he needs, in order to improve, more opportunities to find satisfactions in group activities so as to enjoy more successes in achievements which the gang admire. Boxing lessons at school may help him. His parents may be persuaded to provide him boxing lessons at home.

In "The Psychology of Personality" (p. 186,

Houghton Mifflin Company, N.Y., 1930) Bagby says:—

"All timid boys should be instructed in the art of boxing, and should be urged, even forced, to defend themselves against all aggression. Very little danger is involved in this, for when a boy has demonstrated his ability, or even shown a desire, to hold his own against those of his own height and weight, the older youth of the school-yard and playground protect him from bullies."

On this subject I have written in my book, "Developing Personality in the Child at School" (pp. 137-139, Greenberg, N.Y., 1931):—

"To allow and to teach a child to fight with his fists in self-defence is not to increase quarrelsomeness and the fighting urge, but to decrease it. When each pupil of the lower elementary grade finds he can be physically secure among others of his age he will grow 'too proud to fight.' He will wish to be more mature, and to settle controversies after the manner of intelligent adults. High school students rarely fight; college students almost never. They have acquired certain folk ways which discourage such physical combats. They call it sportsmanship, and their fighting urges are somewhat absorbed by active or vicarious athletic contests (mostly vicarious!).

"A word should be added about the over-aged pupil in the elementary grades, who recites with other children much younger than himself and who mingles with them on the playground. Overwhelmed by his inferiority in the classroom, he is likely to lord it over his classmates outside. He may prove to be the worst sort of bully. Not physical but mental and emotional cowardice has motivated his bullying. Classroom ideals may not prove effective. Boxing lessons he may not need at all. So long as he remains in that class of pupils he will probably continue to bully unless means can be devised for helping him find opportunities to express his yearning for superiority in ways socially acceptable. Some boys or girls of this type can be given playground responsibilities; others will have to be kept off the playground while the other children are there. Such a pupil's conduct should improve when he is placed in the classroom with others of his education, mental and physical age."

The teacher can do most for the child, perhaps, by working hand in hand with his parents, leading them to desist from shaming and scolding him for his expression of fear, but to help him gain small successes in taking his own part; urging them to attempt to attract to their home a number of other children of this child's age and to let those children work out their own controversies, inducing them to work with the school in attracting the child as soon as he is old enough to a club, particularly to the Boy Scouts, and where the parents' purse permits, to a summer camp.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

A Further Study of the "Power" Idea

The Growth of the Powers of Inspection, Analysis, and Substitution

IN THE last three Workshop Conferences we have considered a third vital side of the child as being made up of certain inherent *powers* which called for development on the part of the school attempting a vital character training procedure. It may be recalled that three fundamental powers were indicated, those of Visualization, Rhythm, and Imagination. Today I would like to speak to you particularly and in more detailed manner about the first great fundamental power, that of Visualization.

It is appaarent at once that this power divides itself into two parts which may be characterized as outer and inner visualization. The development of the outer power would call for the growth in grasp and power of the actual senses themselves, making them more acute, more capable and more lasting in their effects. For instance, it is perfectly possible to train the eye of the child to *see* distinctly and to make permanent rather than fleeting impressions upon the brain. If anyone doubts this, let them subject the children to a definite exercise each day, placing, for example, a design upon the board, covering and uncovering it a number of times with the request that the children reproduce what they see on paper. A week's work will convince anyone that this simple exercise causes a distinct growth in the ability of the child to see and appreciate in greater detail that which is presented to him. The same is true of the sense of hearing and that of touch. Graded exercises in these, too, could be consistently given with great benefit to the future of the child.

I am particularly interested, however, in the power of the *mind* to see, feel, and hear, and I wish to call your attention to six wonderful qualities of intellect that arise from this systematic training of the powers of inner visualization. We will begin with the power of *inspection*. Very few people, products of our present system of education, have real powers of inspection. They see superficially and remember superficially. They do not distinguish clearly, for instance, between trueness and falseness of line, color, or design. The fact that something with which they are familiar has ugly characteristics does not seriously interest them. A plant, for instance, may have a beautiful flower and a dried-up leaf that mars its appearance. The dried-up leaf does not seriously disturb them. In other words, they have not been trained to see what they see in terms of beauty, with a feeling of disturbance where discordant elements are present. Trueness is not clearly differentiated in their minds from untrueness. Graft with all its known character destroying implications does not disturb their vision of an upright, self-respecting community. They view with complacency and pleasure a wonderful movie which, however, contains five hundred feet of obscenity. They appreciate the beauty of a popular song apparently unmoved by the salacious suggestion carried by the words. They place magazines in the hands of their children without giving a thought to the emotional, character-destroying factor in a highly colored illustration that forwards the cigarette industry. They value truth in a way and yet lie to their children. It is something to be able to see good in everything, even in that which seems hopelessly evil. It is quite another thing to recognize the evil that destroys the good and to be so disturbed by its presence that we seek for means to remove it.

From the very first day that the child enters the school this power of inspection, seeing things as they really are, seeing *through* things to conclusions, could be consistently developed. What a profound influence it would exert on our arithmetical problems in a future grade where the lack of ability to inspect a problem foredooms the child's efforts to only partial success.

The second great power involved is that of *Analysis*. This is a rather vital power since it means the ability to arrive at correct conclusions. When a person buys a suit of clothes he is somewhat handicapped if through the senses of touch and sight, and perhaps smell, if he cares to test the goods by turning a thread, he is not able to determine whether what he buys is pure wool or cotton shoddy. The same applies to the making of a friend. A thousand instances vitally affecting one's welfare and happiness might be brought forward to prove that the power of analysis is of tremendous importance. Such a power can be developed through systematic exercise in the examinations of textures, in the construction of desks, in the making of books, in the development of plant forms, in the study of chemistry, in

practically every subject matter which the school day considers, provided, however, the teacher understands and is consciously aware of the fact that instead of teaching history, she is developing a power within the child to analyze historical motives and results.

A third great power is that of *substitution*. It, too, is vital in the life of every child. He must not only know *what* and when to substitute, but *how*. The mechanic is constantly exercising himself along this line—new parts take the place of old, in science new ideas replace those that are discredited, in history new movements throw long established customs and racial characteristics into the scrap heap. To recognize that life is one continual substitution of new cells for old, new ideas for old, new friends for old, new successes for old, is to place oneself in a very advantageous position. There is no question but what in classroom procedure this question of proper and efficient substitution can be consistently taught. This is particularly true in the manual training room.

Every weakness is remedied through a process of substitution. Some weak part must be strengthened or replaced. Wholeness, completeness, take the place of inadequacy. For instance, a free arm circle on the blackboard will exhibit weaknesses which children can readily detect. Substitution of correcting curves is, however, a matter which they can be taught to bring about.

Back of this whole question of substitution lies vital aspects of health, wholeness and beauty. Man never sanely substitutes the inferior, the ugly and the worthless for that which is of greater value.

Next week I hope to consider with you three other great powers involved in the visualization idea. I think you will agree from what has been said in this week's workshop, that there are many fundamental values involved in this power idea that are not apparent at the mere mention of the words visualization, rhythm and imagination. I regret that limitations of space are such that it is only possible to skim the surface of the main idea without giving you the concrete, definite everyday help which every teacher welcomes when entering a new and undeveloped field.

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This manual is designed to offer concrete suggestions to teachers and supervisory officers for diagnostic interpretation, remedial teaching, and administrative adaptations of school programs to the needs of individual pupils as revealed by standard achievement tests. The devices and procedures recommended are based upon extensive use and scientific study and are therefore both valid and practical. Chapter headings under Part I — Administrative Uses of Achievement Tests — are Comparison of Class, School, or School System Results with Results in Other Communities; Diagnosis of Individual Needs; Classification of Pupils; and Remedial Teaching. Chapter headings under Part II — Suggestions for Diagnosis and Remedial Teachings — are Readings; Spelling; Arithmetic Computation; and Geography. 85 pp. Cloth, $1.00

BUREAU OF PUBLICATIONS
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BOOK TABLE

GEORGE WASHINGTON: THE SOUL OF A NATION. By M. D. Holmes, Ph. D. Introduction by W. Herbert Burk. Cloth. Illustrated with 139 original drawings, photographs and maps. Philadelphia: John C. Winston Company.

This is a revelation of the personality of Washington and magnifies him as the creator of the America of to-day which is to meet the needs of the new civilization of the world crisis.

We regard this complete life of Washington in one beautiful volume as a creation of the Bicentennial that will transform the teaching of American history as it has never been achieved at any one time in half a century.

Everywhere by everybody George Washington has been spoken of and thought of as the man who achieved a few definite things at Cambridge, Dorchester Heights, Valley Forge, Crossing the Delaware, Philadelphia, Mount Vernon and Yorktown.

Washington has always had his fame shaded somewhat by Franklin and Lafayette.

Now, in a brilliant story simply told, Washington is seen as a personality that made the famous chain of events from Cambridge to Yorktown inevitable; a man whose character and attainments were responsible for the transformation of the crude officers from the farms and shops, whom he found in Cambridge, into the wonderful generals who won the war; whose very presence led Robert Morris to finance the army in emergencies; whose character inspired France and Lafayette to put the finishing touches by sea and land upon the situation at Yorktown.

Dr. M. D. Holmes in his characterization of George Washington as "The Soul of a Nation," places what Washington was at Mount Vernon and in camp life above what he did in the saddle at the head of troops, or in the riding of the waves in time of storm and stress.

THE AUDITORIUM SOCIAL ARTS. By Harry Graves Miller and Newton W. Chaffee, both of the Junior High School, Saginaw, Michigan. Cloth. 413 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is a new and greatly improved style of book for teachers. It deals with auditorium activities as they are in action in several cities that have modern education at its best.

Gary, Indiana, was the pioneer, and its achievements are clearly, forcefully and attractively presented.

Kansas City, Missouri, made its auditorium feature of its platoon system of national significance.

Dallas, Texas; Long Beach, California; Akron, Cleveland, Atlantic City, Plainfield and Montclair, New Jersey, specialized in auditorium activities, and their attainments are clearly set forth.

Among the cities that became leaders in the use of the auditorium were Atlanta, Rochester, Winnetka and Providence, and twenty-six pages are given to a description of their activities.

Thirty pages are devoted to Detroit, and twenty-three pages to Philadelphia, Jacksonville and Newark.

The assembly activities in several other cities are emphasized. This is the first time we have seen a book magnify modern education in action in many sections of the United States.

SECONDARY EDUCATION IN THE UNITED STATES. By William A. Smith, University of California in Los Angeles. Cloth. 430 pages. New York: The Macmillan Company.

Professor Smith has made an important and intelligent study of the general trend of education from Colonial times to the dawning of the twentieth century, and, from the standpoint of experience and observation, in a narrow range, has thought carefully and critically of the advance in secondary education, especially in the decades from 1905 to 1925.

Professor Smith has rare skill in thinking clearly and in writing forcibly.

The book is highly attractive and has no rival in its class, as far as we know.

PINNACLES OF PERSONALITY. By Henry Clay Risner, who demonstrates rare personality in thought and impression. With an introduction by George Gordon Battle. New York City: G. P. Putnam's Sons.

Dr. Risner has ripened his personality at the pinnacles of various achievements and attainments in many lands under many suns at many social and civic levels.

Dr. Risner has never dissipated his personality in the weaknesses of individuality, and has never become anemic traditionally.

He has had friends of the right sort, financially, professionally and personally, to make it feasible for him to know the world to his advantage, and in his "Pinnacles of Personality" he enables his readers to enjoy his enjoyment with high literary flavor.

MANAGEMENT OF THE SCHOOL MONEY. By Henry C. Morrison, University of Chicago. Cloth. 522 pages, 6 by 9 inches, University of Chicago Press.

There was never a time when such a study of public school financing was needed as it is today, and no one has the public confidence for the making of such a study as has Henry C. Morrison, and he has taken the time necessary to make the study adequate in range, reliable in statistics and interesting in presentation.

THE WHOLESOME PERSONALITY. By William H. Burnham, Clark University. Cloth. 713 pages. New York: D. Appleton and Company.

This book by William H. Burnham is just what educators need. There are too many exhaustive books. The tendency is to draw everything out to the end of the limit. It is not uncommon to discuss a subject from the dim distant past into an endless eternity and then present a bibliography that could not possibly be read in the lifetime of any teacher who did anything else.

What education needs is for a man like William H. Burnham, who has the confidence of all wide-awake readers on education, to take a vital subject like "Personality," and present it attractively, forcefully, and wholesomely as has been done in this case.

A modern educator does not need to read the whole of this book, it is so analyzed and classified that it is easy to know what one needs to read in order to know the significance of personality, to know what is really wholesome for American education.

Dr. Burnham has rendered modern education inestimable service in the creation of "The Wholesome Personality: A Contribution to Mental Hygiene."

Books Received

"Bishop-Irwin Instructional Tests In Plane Geometry." Yonkers, New York: World Book Company.

"The Gingerbread Man and Other Songs." By Satis N. Coleman. New York: John Day Company.

"Modern Typewriting." By McPherson. New York City: Prentice-Hall, Inc.

"A Children's Symphony." By Coleman. New York City: Columbia University Press.

"Supervision of Religious Education." By E. J. Chave. Chicago: University of Chicago Press.

The News Digest

Personal Budget Plan Is Urged by Mrs. Edith Rogers

BROOKLINE, Mass. — Congresswoman Edith Nourse Rogers of Massachusetts has interested herself in the individual budget plan for pupils in the Brookline public schools and hopes to introduce a similar system into the schools of the District of Columbia within a few months. The proponent of the plan which Mrs. Rogers advocates is Miss Florence Barnard, Latin teacher in Brookline High School.

Pupils in the grades as well as in the high school are asked to itemize their expenditures over a given period of time and suggestions are made in the classroom as to how better budget management might be realized. The work is closely co-ordinated with the school savings account system.

In Brookline the pupils not only are given advice in preparing individual budgets, but also are encouraged to earn money for themselves during their leisure hours. The work is carried on with a view to developing the students in budget management so that on graduation from high school they are prepared to handle their funds with a maximum of efficiency.

Mrs. Rogers expects to ask for hearings on the matter in Congress in the near future. She believes that the introduction of the system in the schools of the District of Columbia will provide a practical model which could be studied by educators and economists throughout the country.

New Specialization For Lumber Dealers

ANN ARBOR, Mich.—A recognition of the need for scientifically accurate information about their specialty in doing business today is bringing lumbermen who have been selling wood for years to classes dealing with their product at the School of Forestry and Conservation in the University of Michigan. A group of fifteen retail lumber dealers of Detroit are meeting once a week at the wood utilization laboratory, and the enthusiasm shown by the "students" makes it probable, it is announced, that the course will become an annual feature. The class is in charge of Professor William Kynoch, and is a non-credit course of the extension division.

WORLDWIDE PROBE OF MOVIES

International Institute Head Gives Results of Survey of Films' Influence on Youth

ROME.—The International Educational Cinematographic Institute at Rome, an organ of the League of Nations, has undertaken a series of inquiries with the object of discovering the educational value of theatrical and didactic films and their effects on the minds of children and adolescents.

These inquiries, according to Luciano De Feo, director of the Institute, made from an essentially practical viewpoint, deal with the physical, moral, intellectual and didactic sides of the problem, and use for data the opinions expressed by students, teachers and mothers all over the world.

In reaching the students the institute sent questionnaires through educational authorities in the various countries. Already more than 50,000 replies have been received, including those from Central and South America, Mr. De Feo declares.

The first inquiry related to fatigue caused by the cinema. As to visual fatigue, 28.62 per cent. of the children who were examined, irrespective of age or sex, normally experience visual fatigue after a cinematographic performance.

Cerebral fatigue is felt much less frequently than visual fatigue.

Under present conditions of education, the survey points out, there can be no question of simply substituting film teaching for the teacher. It is, rather, an aid to the teachers, its effectiveness varying according to subjects.

The sound or talking film has great advantages over the silent film as a means of teaching. Animated projections are a much more efficacious method of teaching than fixed projections.

There is no doubt about the influence of films on the formation of character, especially of adolescents between fifteen and eighteen years of age. Under the present conditions of the commercial cinema this influence has been sometimes found by teachers to be of doubtful benefit, and even positively dangerous.

Teachers insist that a stricter censorship is necessary, whether it is carried out by specially constituted bureaus or by the societies whose aim is to protect the morals of children.

It is interesting to note, asserts Mr. De Feo, that students do not appear to be in agreement with the teachers. They deny the possibility of the cinema injuring morals.

School Subsidies From Washington Total $63,500,000

WASHINGTON.—Although public education in the United States is considered a function exclusively of the state and local governments, the Federal Government disbursed more than $63,500,000 for various educational projects throughout the country during the fiscal year ended last June.

In addition to its support of the army and navy schools and the public school system in the District of Columbia, the government gradually has become interested in several phases of education, and in consequence provides subsidies to encourage them.

The appropriation for the Federal Board of Vocational Education totaled $9,400,400 in the year mentioned. For education work in the Department of Agriculture more than $15,000,000 was spent.

The operation of the Office of Education in the Department of the Interior, the only specifically educational division of the Federal Government, called for an outlay of more than $1,250,000. The total appropriation for educational work in the Department of Interior rose to nearly $16,000,000.

Outlays for the educational activities of the Navy Department rose to nearly $4,000,000. The War Department expended approximately $10,267,000.

These figures were compiled by the research division of the National Education Association.

Primary Pupils Form Orchestra

MEMPHIS, Tenn. — Students at Evergreen primary school here have organized an orchestra of twenty-six members ranging in age from four to ten. They have toy orchestral instruments, and hold daily practices of thirty minutes each.

LEADERSHIP EDUCATION

State Campaign for Schooling in Self-Government

BOSTON.—A state-wide movement to educate in terms of our government and to develop capable leaders for the future through the intensive education of youth in self-government was launched recently at a meeting held here, as part of a nation-wide campaign under sponsorship of the United States Society.

The society is a national, non-political and non-partisan organization whose purpose is the development of a keener interest in our Government, and a sounder knowledge of its functions. The organization of the movement in Massachusetts is being conducted under direction of Mayor Sinclair Weeks of Newton, who is state chairman; William Phillips, formerly under-secretary of state, who is acting chairman for the Boston area; and Judge Michael H. Sullivan, who presided at the meeting.

Judge Sullivan pointed out that the growing indifference toward the spirit and purpose of our government in city, state, and nation is developing a destructive force that is working against the permanency of representative government.

Among those sponsoring the United States Society are: Former President Coolidge, Owen D. Young, Elihu Root, David Lawrence, Newton D. Baker, John Grier Hibben and Mary Roberts Rinehart.

Texas Preachers' Children Organize

FORT WORTH, Texas.—P. K. on the Campus of Texas Christian University means "Preachers' Kids." Students whose fathers are ministers have organized a social fraternity of their own, and have adopted the name Preachers' Kids. The single purpose of the organization is to develop the social life of these students. Nat Wells, of Dallas, is president of P. K., Dan Salkeld of Abilene is vice-president; Miss Anneil Phares, of Dallas, is secretary, and Miss Mary Louise Scott, of Kerrville, is treasurer.

Continued Study Has Become a Duty

NEW YORK.—Adult education has become not only a necessity but an obligation, according to Professor A. Broderick Cohen, director of the evening and extension courses of Hunter College. In a recent interview Professor Cohen declared: "It is an obligation of all parents to continue their studies, either by some more or less regular program at home or by participating in organized courses given by a college, university or some other educational institution. Such organized study at home or in an educational institution is desirable even for the graduates of the college and the university. For those lacking college training such study is indispensable, especially if the parent would fulfill his obligation to his child and keep abreast of the swiftly changing scientific and cultural aspects of our modern world. As the child grows older the need for the parent to continue his studies in order to keep up with the child is necessary."

Teacher Balks Pupils' Panic

LANCASTER, Pa.—While a wind ripped the roof from the one-room schoolhouse at Dates recently and scattered its pieces about the school yard, Miss Luella Dowers of Elizabethtown, the teacher, kept her head and saved her thirty-five pupils from possible injury. Two pupils started for the door when the school bell crashed down into the schoolroom, and a rush toward the yard seemed imminent. Miss Dowers ran to the door, caught the two pupils and barricaded the exit with her body, until the worst of the storm passed.

Old School Books Sold as Paper

NEW YORK.—The old textbooks used in New York City's Public Schools are no longer regarded highly. An "old one," according to North American Newspaper Alliance, dates from about 1925, whereas anything bearing the date of the previous decade is somewhat of a rarity. "We get about thirty cents for 100 pounds of paper, with the covers of the books torn off first," said the man in charge of this work. "It used to be fifty cents."

Soviet Students Will Have Pay Cut for Failures

TASHKENT, U. S. S. R. — Soviet college students who cut classes and flunk examinations soon may find literally that it does not pay. Setting a course which other institutions are expected to follow, the Middle Asia State University here has abolished the system of equal pay for all students in favor of one measured by work they accomplish.

College students in the Soviet Union are paid by the state so that they may defray their living expenses while studying. The salary ranges from $50 monthly for single men and women up to twice that amount for married students.

TRUANT OFFICERS TO GO IN PENNSYLVANIA

HARRISBURG, Pa. — The truant officer in Pennsylvania will soon join the list of things remembered, including the old swimming hole and the little red schoolhouse.

Modern educational methods are responsible for deletion from school officials of the terror of the hooky players on pleasant spring and summer days. In his place Pennsylvania schools are employing "home and school visitors," trained in teachers' colleges for the work.

The truant officer rounded up truant boys and investigated all absences of more than three days' duration. His power and effectiveness rested on the mighty right arm of the compulsory attendance law.

The "home and school visitor" investigates all absences, regardless of their number and cause, interprets the school to the home, recommends possible solutions instead of punishments, and advises as to the welfare of the habitually truant, according to the state department of education.

Chelsea Teachers' Salaries Are Cut

CHELSEA, Mass.—The Chelsea school committee has voted a ten per cent. pay reduction for teachers and other members of the school department. It turned down the proposal of Mayor Lawrence F. Quigley that the reduction be a graduated one with principals receiving more than $3,000 annually being cut fifteen per cent.; teachers receiving more than $2,000, cut ten per cent. and other school department employees receiving more than $1,000, cut five per cent. At the same time the school committee voted that the voluntary salary reduction of five per cent. be discontinued when the ten per cent. cut went into effect April 1.

Teachers' Jobs To Be Sought

BOSTON.—An employment bureau will be established at Teachers' College in an effort to obtain work for unemployed teachers now on the eligible list, as the result of an order introduced by Chairman William Arthur Reilly and passed by the Boston school committee. "The committee feels," declared Chairman Reilly, "an employment bureau should be established at Teachers' College to obtain work for graduates of the school who were educated at public expense. This work, whether in Boston schools, summer schools or tutorial work, can be of great assistance to many teachers who now have to go outside for such help. There would be no charge and the service would not cost the city any money, as facilities are available."

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LOCAL NEWSPAPER AS STUDENT LABORATORY

ATHENS, O.—Six years of experience in using a commercial newspaper as a laboratory for training university students to meet the demands of the editorial department of a newspaper have so convinced authorities of Ohio University of the practicability of such a program that this semester the co-operative arrangement has been expanded to include business phases. This will be another novel experiment in the training of newspaper workers.

Students who have performed satisfactory work in classroom courses will be permitted under the new program to elect laboratory training, where they will serve in the circulation, advertising, promotion, plant supervision and accounting departments of the paper. This arrangement has been made by George Starr Lasher, head of the Department of Journalism, and Gordon K. Bush, publisher of The Athens Messenger, on which the students work.

Five Colleges Dropped From Accredited List

CHICAGO.—The North Central Association of Colleges and Secondary Schools has recommended that five colleges be dropped from the accredited list in the report of the board of review. They were: West Virginia Wesleyan College, at Buchanan, West Virginia, because of "faulty standards and athletics"; Ouachita College, Arkadelphia, Arkansas, because of "financial standards and undesirable athletic conditions"; College of Emporia, Emporia, Kansas, because of "failure to meet financial standards"; Penn College, Oskaloosa, Iowa, because of "financial standards"; New Mexico Normal University, Las Vegas, New Mexico, because of "undesirable athletic conditions."

Chicago Teachers Receive Pay Checks

CHICAGO.—Checks for two weeks' pay totaling $2,363,000 were received late in March by teachers and other school employees in payment of salaries for the last half of November, 1931. They have received but two and a half months' pay in cash since last April. This last payment was made possible through the purchase by local banks of $4,500,000 in tax anticipation warrants. Replying to the offer of New York school teachers to help their Chicago colleagues, the latter wrote that the only security they could offer would be 1931 tax anticipation warrants which might not be redeemed for many years. Many of Chicago's unpaid teachers, to whom something like $5,000,000 in salaries is owed, are having to surrender their life insurance policies for cash in order to buy sparingly of food and clothing. Others are allowing their policies to lapse.

School Boy's Rabbitry Is Financial Success

FORT WORTH, Texas. — Making money while going to school is easy, providing you have plenty of energy and a few good ideas, H. R. Wall, sixteen, high school student, believes and practices. Young Wall's idea was to operate a rabbitry, for fun, yet on a paying basis. He did it so successfully that he has a sizeable savings account, aside from making his own expense money and taking out enough rabbit hides to make a coat for his mother. The lad gets up at 4 a. m. and delivers papers before breakfast. After school, where he ranks high in his classes, he makes an afternoon delivery of papers. Before dinner he attends to his rabbitry.

Retires After 41 Years At Teachers College

NEW YORK.—Miss Lucetta Daniell, welfare director at Teachers College, Columbia University, will retire next January 1, it has been announced. She has been connected with Teachers College as an instructor and administrator for forty-one years. She said she would make her future home in Woodbury, Mass., where she owns a house two centuries old.

Briand Scholarships For International School

GENEVA. — The Polish Foreign Minister, August Zaleski, in a letter to Sir Eric Drummond, Secretary General of the League of Nations, proposed that the governments favorable to Aristide Briand's peace policy honor his memory by establishing scholarships in Geneva's School of International Studies. He said Poland was willing to give $2,000 to such a fund. This school is now largely supported by American money, and Americans form the largest group in the student body.

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PROBLEMS OF BEHAVIOR

Individual Method of Treatment Has Been Successful

NORTH TARRYTOWN, N. Y.—An unusual achievement in reducing the number of behavior cases that bring children into courts has been made by the guidance clinics operated for the last two years in a North Tarrytown school by the Educational Adjustment Bureau, a project of the Westchester County Children's Association. In the two years the number of cases disposed of annually by the Westchester Children's Court has dropped from 599 boys and 124 girls to 355 boys and 58 girls. The achievement recently received high commendation from Judge George W. Smith of that court, and many child psychologists, as well as parents and school officials, have praised the work.

The bureau is one of the projects of the Westchester County Children's Association, which has adopted the policy of introducing progressive enterprises into the county and financing them until the public agency concerned becomes convinced of their value and includes the work in its own budget. The work has just been ended for lack of funds, but it is hoped to continue it later when conditions improve.

A triumph for a thoroughly individual handling of children is seen in the results obtained, in the opinion of Dr. Rose G. Anderson, the bureau's director and psychologist. This, in fact, represents one of the chief differences between its methods and those more generally employed.

Panama Chosen For College Conference

HAVANA.—Panama will be host to the Inter-American Federation of Education next December, Dr. Glen Levin Swiggett, organizing chairman of the conference, announced on his arrival here from Panama City. The federation, which includes seventeen of the twenty-one countries belonging to the Pan-American Union, is sponsoring a vocational program designed to harmonize and unify educational curricula of the Pan-American countries to the advantage of students who transfer from one institution to another.

Detroit Council Acts to Pay Teachers

DETROIT, Mich.—Steps were taken by the City Council to assure 5,000 school teachers and employees of the Detroit Board of Education that their recent $1,700,000 payroll would be met. Faced with the necessity of wiping out a $4,056,000 deficit before loans could be obtained to cover the payrolls, the council passed a resolution promising to balance the city budget. Ralph Stone, Detroit representative of New York bankers, said he would recommend approval of a $3,600,000 loan to meet the teachers' payrolls, as well as the salaries of general city employees due March 31.

Peru Regulates Student Behavior

LIMA, Peru.—The government has issued a decree regulating the conduct of students in colleges and private schools throughout the republic. In addition to obeying precepts concerning personal cleanliness and punctuality in attendance, the students must attend strictly to their lessons. Smoking is absolutely forbidden on school premises. Gambling, politics, religious and political demonstrations, improper stories and insolence to teachers are banned. Boarders are forbidden to sell clothing, except with the permission of the headmaster. The penalties for violations of these rules range from suspension for short periods to expulsion.

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Married Women Teachers Called "Mercenary Wives"

HOBOKEN, N. J.—Married women teachers were described as "mercenary wives who persist in pursuing a pedagogical career" by James P. Laverty, who was re-elected president of the Hoboken Board of Education for the seventeenth consecutive time. The characterization was included in Mr. Laverty's annual report. "Proper mental and physical home responsibility impairs the efficiency of the married school teachers," he asserted. Of 350 teachers in the Hoboken system, thirty-nine are married women. The board discontinued several years ago the practice of appointing married women. The positions of the thirty-nine married women teachers are protected by tenure of office.

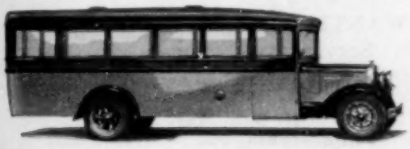
Move to Increase School Fund Fails

MILTON, Mass.—An attempt to increase the appropriation for schools from a suggested $315,000 to $321,000 was defeated on a roll-call vote in a recent session of the Milton town meeting. Arthur W. Vose, chairman of the school committee, led the fight to increase the appropriation, with Leonard S. Patton, Charles S. Gilman and Henry W. Arnold, former school committee members, also speaking in favor of the higher amount. A rising vote defeated the proposed increase by 107 to 93, and the roll call, forced by the school committee adherents, brought ninety-six votes in favor and 112 against the increase.

EQUIPMENT NOTES

Trustworthy Busses

Dodge Brothers Corporation, Detroit, has brought out Model 128 in answer to a growing demand for a commodious and substantial school bus at low price.



This model attracted much attention at the recent meeting of the Department of Superintendence in Washington. The vehicle may be had in a variety of seating arrangements, to accommodate thirty to fifty-six passengers. Dodge Brothers school busses are used in all parts of the United States. Information will be gladly furnished by the manufacturers upon application.

Safer Street Crossings

To paraphrase a popular song one might ask: "Who takes care of the school safety patrol while the patrol is busy patroling?" For accidents do happen to pupils while serving as traffic officers in the middle of a street, and when they are stationed at the curb their efforts to control traffic are not very successful.

A firm in Middletown, Ohio, has come to the rescue of the amateur traffic policeman with a system of gates, operated from the sidewalk—conspicuously painted bamboo poles which block two lines of traffic, and railings which check the eagerness of the children until time for them to cross the street in safety.

Several towns in Ohio already have installed these gates.

The makers are The Barkelew Electric Manufacturing Co., Middletown, Ohio, who will cheerfully furnish information.

A Cool Projector

A new educational projector, for showing opaque objects and stereopticon slides, is offered by the Trans-Lux Daylight Picture Screen Corporation, 247 Park avenue, New York.

The Trans-Lux "Little Wonder" is easily carried from room to room, as it weighs but 28 pounds.

The machine is provided with an air cooling device which protects the most delicate slides and objects from injury by scorching.

This projector throws brilliant, clearly defined images of photographs, postcards, magazine illustrations and material objects.

It is an effective instrument of visual education. The cost of the Trans-Lux is moderate.

Grins Between Grinds

And Run Along

Tommy—"Papa, there is a large black bug on the ceiling."

Professor (very busy)—"Step on it and leave me alone."

• •

Lord Help Sonny

An English lord was traveling through this country with a small party of friends. At a farmhouse the owner invited the party in to supper. The good housewife, while preparing the table, discovering she was entertaining nobility, was nearly overcome with surprise and elation.

All seated at the table, scarcely a moment's peace did she grant her distinguished guest in her endeavor to serve and please him. It was "My lord, will you have some of this?" and "My lord, do try this," "Take a piece of this, my lord," until the meal was nearly finished.

The little four-year-old son of the family, heretofore unnoticed, during a moment of supreme quiet saw his lordship trying to reach the pickle-dish, which was just out of his reach, and turning to his mother said:—

"Say, ma, God wants a pickle."

• •

Cheerful Thought

"What do you think of the two candidates for the election?" asked one free and enlightened voter of another.

"What do I think of them?" was the reply. "Well, when I look at them I'm thankful only one of them can get elected."

• •

No Sale

Visitor: "We're getting up a raffle for a poor old man. Won't you buy a ticket?"

Sweet Thing: "Mercy, no! What would I do with him if I won him?"

• •

Breaking the News

"Porter, can't you stop that noise in the corridor? I can't sleep."

"Very soon now, sir. The brigade have the fire under control."

• •

Framed

"I'm sorry to have to do this," said Johnny, as he spread the jam on the cat's face, "but I can't have suspicion pointing its finger at me."

• •

Rating

"What is your brother in college?"

"A half back."

"I mean in studies."

"Oh, in studies he's way back."